



Timilty Middle School

Classroom Observation Protocol

Overall IPOP focus: Inquiry

- How is “the work” of inquiry defined?
- Who is doing the bulk of this work?

Process: Jigsaw Observation

- Each person in your mini-network will be asked to observe through a specific “lens.” During the analysis phase, all of the evidence collected will be synthesized to produce a holistic picture of the rooms visited.
- Before you go into classrooms, your mini-network should assign the following:
 - Two people to focus on the teacher(s);
 - Two people to focus on the students;
 - One or two people to focus on the classroom environment/resources.
- The table below provides guiding questions to help focus each “lens.”

Lens (color)	Guiding Questions
Teacher (Green)	<ul style="list-style-type: none">• What questions does the teacher ask? Does s/he ask many types of questions such as: “Why?” “How do you know?” and/or “What is the evidence?” Does the teacher facilitate active student involvement and collaboration? How?• What opportunities are provided for student-student dialogue?
Students (Orange)	<ul style="list-style-type: none">• What types of questions do students ask?• What types of student-student dialogue did you hear?• What resources do students access to support their work?
Classroom environment & resources (Purple)	<ul style="list-style-type: none">• What structures exist to foster student collaboration?• What support resources (i.e. anchor charts, objectives, notebooks, student notes, response logs, materials, seating, etc.) are accessible to students?

Process: Mini-Network Example & Analysis

- **EXAMPLE:** During the analysis phase, work together to **make connections** and uncover **patterns between your “lenses”** that relate to the overall focus of inquiry.
 - For example, the following pieces of evidence might connect and lead your mini-network to create an analysis category titled, “collaboration,” (1) The teacher asked students to turn and talk three times during the mini-lesson; (2) During turn and talks, students took turns sharing responses to the prompt and asked one another clarifying questions; (3) The desks are arranged in groups of four.
- **ANALYSIS: THINK ~ WRITE ~ PAIR ~ SHARE [Time Extended—60 minutes]**
 - Think Time: Individual Analysis by reviewing observation notes (5 minutes)
 - Write Time: Individual Quick Write in your notebook (5 minutes)
 - Pair /Small Group “Lens” Discussion & Analysis (20 minutes)Analyze observations in your “Lens” group and **collaboratively record** your evidence on color-coded post-it notes (teacher on green, students on orange, and classroom environment/resources on purple).
 - Mini-Network IPOP Analysis (30 minutes)Share and sort your data to look for **patterns** across your “Lens” groups and **create categories** based on the IPOP focus of “Inquiry.”